

## Theme II: Experiencing the Profession/Unit 3: Becoming a Teacher in Virginia

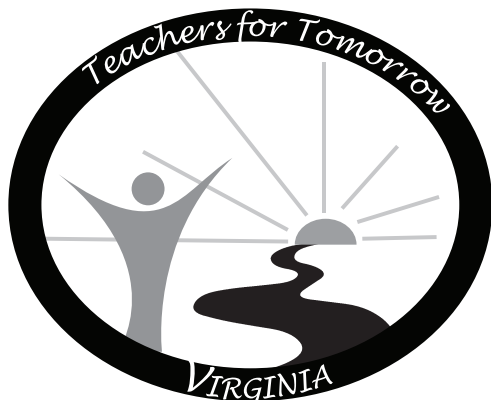
### Unit Contents:

<b>Culminating Activity: The Path to Teaching: A Life's Journey .....</b>	<b>1</b>
<b>Why Become a Teacher? .....</b>	<b>6</b>
<b>Teacher Preparation Programs in Virginia .....</b>	<b>14</b>
<b>Steps to Licensure in Virginia .....</b>	<b>21</b>
<b>Critical Shortage Areas in Virginia: Supply and Demand.....</b>	<b>33</b>

#### **Culminating Activity for This Unit:**

<b>The Path to Teaching: A Life's Journey .....</b>	<b>1</b>
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*Bold titles indicate Virginia Supplement. Non-bold titles indicate contents of CERRA S.C. Teacher Cadet Curriculum.*





### Theme II: Experiencing the Profession/Unit 3: Becoming a Teacher in Virginia

#### Preface

This unit, which places a special focus on teaching in the Commonwealth of Virginia, replaces all of the materials in Theme II Unit 3 **Certification and Employment** of the CERRA S.C. Teacher Cadet Curriculum. The purpose of this unit is to explore the career of teaching in Virginia and to understand that teaching involves a lifelong journey of professional growth and development.

The lessons in this unit build toward the overall objective of the culminating activity, **The Path to Teaching: A Life's Journey**, by encouraging students to consider their paths from novice to expert teacher and develop the beginnings of a plan for their own professional development.

Students begin their journey in Lesson 1, **Why Become a Teacher?**, by analyzing the reasons for considering a career in teaching. This lesson engages students in carefully weighing both the benefits and challenges of teaching and considering how they will manage the challenges. In Lesson 2, **Teacher Preparation Programs in Virginia**, students will explore the process of researching, selecting, and applying to teacher education programs in the Commonwealth. In Lesson 3, **Steps to Licensure in Virginia**, students will learn about alternative routes to licensure in the Commonwealth by examining the case studies of teachers who followed differing paths, and then creating a flow chart depicting the route followed by one of those teachers. This is followed by Lesson 4, **Critical Shortage Areas in Virginia: Supply and Demand**, which familiarizes students with endorsement areas and geographical areas that are experiencing teacher shortages. Students will engage in critical thinking regarding the reasons for these shortages and the attractions of pursuing a career in one of these areas.

Teachers may wish to teach this unit either in its original sequence, or during the first semester following Theme I Unit 1 of the S.C. Teacher Cadet course when many of their students are visiting and applying to colleges.

Estimated instructional time: one week

#### Directions for Placement in Teacher Cadet Binder

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Replaces entire S.C. Teacher Cadet Theme II Unit 3: Certification and Employment



## Theme II: Experiencing the Profession/Unit 3: Becoming a Teacher in Virginia

### Culminating Activity: The Path to Teaching: A Life's Journey

**Objective:** Students will be able to describe the lifelong process of growth and development to become an expert teacher.

**Essential Question:** How is teaching a life's journey?

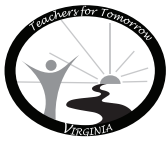
**Culminating Assessment:** Students will make a My Professional Life Timeline that shows their projected path to becoming an expert teacher.

#### Activities:

1. Create a KWL chart (Know, Want to Learn, Learned) about how a novice teacher becomes an expert.
2. Ask students to think about expert teachers they have known. Brainstorm what these teachers did and what dispositions they exhibited that made them experts. Make a list of students' ideas on the board.
3. Hand out "Novice and Expert Teachers" and ask students to compare the listed skills and dispositions with their own ideas from the brainstorm. Explain that during this lesson, students will choose some of these skills and dispositions and consider how teachers might develop them.
4. Review the "Four Components of Licensure" PowerPoint. Relate the skills and dispositions of expert teachers from the "Novice and Expert Teachers" handout to the four licensure components. Do the students see any connections?
5. Ask students to hypothesize about the ways in which people could develop these areas of expertise in a 5- to 10 minute discussion. Ask students if they think these teachers became experts immediately after graduating from their teacher preparation program. If not, what process might they have pursued in order to develop their expertise? Guide students to think about the various ways teachers continue to develop professionally after obtaining licensure, including clinical practice, in-service professional development courses, mentoring and peer support, and reflective practice.
6. Students return to their KWL chart and identify questions for further study.
7. Students will work in pairs to identify five expert skills or dispositions they would like to acquire, then use the "How Can I Become an Expert Teacher?" handout to brainstorm ideas for developing these areas of expertise.

#### Assessment:

On poster board, students will create a Professional Life Timeline that shows their projected path to becoming an expert teacher. (For students who have not yet decided to pursue a career in teaching, ask them to visualize what their plan would look like if they



## Draft Virginia Teachers for Tomorrow Curricular Supplement

did make this choice.) Students will select an area of endorsement they are interested in. Encourage students to use their creativity by depicting a path that winds across the poster, filling as much space as possible with visuals such as drawings or photographs to illustrate various stages.

The timeline should include:

- Title: My Lifelong Journey to Becoming an Expert \_\_\_\_\_ Teacher (insert proposed area of endorsement)
- Selecting, applying to, enrolling in, and graduating from college and teacher preparation program
- Four components of licensure
- Attainment of first teaching job
- Professional development the student could pursue after initial licensure
- Optional: additional professional certifications and/or advanced licensures

### Materials:

- Overhead or PowerPoint: The Four Components of Licensure (available on accompanying CD)
- Large easel board and paper or chalkboard
- Handout: Novice and Expert Teachers
- Handout: How Can I Become an Expert Teacher?
- Assessment Rubric: Professional Life Timeline
- Plain white paper for students to create KWL charts

**Time:** 45 minutes

### Standards:

- I.1.2: Students will evaluate themselves as people, learners, and community members.
- II.1.4: Students will identify positive and negative perceptions of the teaching profession.
- II.3.1: Students will describe the steps to teacher licensure.
- III.1.3: Students will describe characteristics of an outstanding teacher.



## Novice and Expert Teachers

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### Compared with novice teachers, expert teachers . . .

- Know more.
- Integrate new information with prior knowledge more quickly and efficiently.
- Generate examples and explanations more easily.
- Relate student questions to lesson objectives more effectively.
- Have practical knowledge of the social and political context within which teaching occurs.
- Can solve problems more efficiently in their domain of expertise.
- Can do more in less time and with more automated, well-learned skills.
- More effectively plan, monitor, and revise their approach to problems.
- Use applicable cognitive processes with greater speed and accuracy.
- Focus on understanding a problem. (Novices invest more time trying different solutions.)
- Are more playful in their approach to classroom discipline problems.
- Are more likely to be reflective and continuously learn through experience.
- Use new problems as opportunities to expand their knowledge and competence.
- Are more likely to arrive at creative solutions to problems.
- Do better at distinguishing data relevant to problem-solving (selective encoding).
- Combine information in ways useful for problem-solving (selective combining).
- Apply information acquired in another context to a problem at hand (selective comparison).

Adapted from Sternberg, R., & Horvath, J. (1995). A prototype view of expert teaching. *Educational Researcher*, 24(6), 9-17.



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### How Can I Become an Expert Teacher?

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Identify five skills and/or dispositions of expert teachers and write down what you will need to do to develop these areas of expertise. Be specific (e.g., practice *what particular skill*; take courses or read about *what particular topics*; reflect about *what particular problem*).

SKILL OR DISPOSITION	PLAN OF ACTION



## Assessment Rubric: Professional Life Timeline

Criteria	Unacceptable 1	Developing 2	Accomplished 3	Exemplary 4
Content	Assignment was late or missing most required content.	Assignment submitted on time, but missing some required content or timeline unrealistic.	Assignment submitted on time. Includes most required components; timeline is generally realistic.	Assignment submitted on time. Includes all required components in a logical and realistic time frame, including: <ul style="list-style-type: none"> <li>Title indicating proposed initial area of endorsement</li> <li>Selection, applications to, and enrollment in college and Teacher Preparation Program</li> <li>Four components of licensure</li> <li>Attainment of first teaching job</li> <li>Professional development after initial licensure</li> <li>Optional advanced professional certifications and/or licensures</li> </ul>
Alignment of path with professional development needs for endorsement area	The path fails to match the needed professional development for this endorsement area.	The path attempts to address some professional development needs, but is not well-aligned with this endorsement area.	The path is aligned with professional development needs for endorsement area.	The path is thoroughly developed and well aligned with the professional development needed for acquiring expertise in the selected endorsement area.
Graphic design and organization	There is no evidence of planning in the timeline. Work is not presentable. No clear organization of ideas.	Timeline lacks a logical and visual flow of ideas, is disorganized, illustrations are scanty or irrelevant, and/or timeline is difficult to interpret.	Timeline is neatly designed and logically organized, and includes an appropriate selection of illustrations.	Timeline is well-designed, logically organized, graphically pleasing, and creative.
Mechanics	Timeline has a significant number of errors that make the document difficult to read.	Contains 4 or more mechanical errors that detract from the content.	1-3 mechanical or grammatical errors.	Contains NO mechanical or grammatical errors.

Comments

Grade: \_\_\_\_\_



### Theme II: Experiencing the Profession/Unit 3: Becoming a Teacher in Virginia

#### Why Become a Teacher?

##### Objective:

Students will be able to cite the major benefits and challenges of teaching.

##### Essential Question:

What are the benefits and challenges of a teaching career?

**Assessment:** Students will identify three teaching challenges and explain how they would balance these challenges.

##### Activities:

1. Ask students to state some reasons they think people choose teaching as a career.
2. View the video, "I Teach...Because I Can" (available on the CD accompanying the Teachers for Tomorrow materials). The purpose of this activity is to provide the class of students with a common experience to support a discussion about why people pursue teaching. In the video, three Virginia teachers-of-the-year discuss the reasons they chose to enter the teaching profession.

Students use the handout "I Teach...Because I Can" to record their thoughts as they view the video.

After viewing the video, ask students to summarize some of the reasons teachers gave for becoming teachers. Which of the reasons do students find the most personally motivating? How do the reasons teachers give in the video and the students' own reasons for entering a teaching career compare with the reasons given by teachers in the "Why Do People Become Teachers" handout?

3. Depending upon the amount of time available and the length of class periods, this lesson could end here, to be continued during the next class time. Closure: Ask students to provide a summary of what they have learned so far about teaching as a career. Their ideas should be recorded and used as a springboard for the next class. Ask students to read "The Teaching Profession" for homework.
4. Discuss what was learned from the "Teaching Profession" reading. What are some reasons cited that make teaching a good career choice? Was there any information that surprised students or was new to them?
5. Have students brainstorm (as a class or in small groups) some of the challenges and benefits of teaching. Refer to the Teacher Resource, "Examples of Challenges and Counterbalances to Challenges," for ideas to get started. Alternative: Invite one or two teachers to class and have students interview them about the challenges and benefits of teaching.
6. Students record ideas generated by the class or group in a format that can be displayed and discussed (e.g., projected using an overhead projector, computer, or written on large easel paper).





7. As a class or in small groups, students address each of the challenges listed by the class and generate ideas for “balancing” factors related to the challenges—those aspects of the profession that can offset the challenges or prevent the challenges from having a negative impact.

**Assessment:**

Students will write a one-page paper describing three teaching challenges and how they would attempt to balance these challenges in their professional life.

**Materials:**

- VDOE video: “I Teach...Because I Can” (iteach.wmv on accompanying CD)
- Teacher Resource: Examples of Challenges and Counterbalances to Challenges
- Handout: Why People Become Teachers (NEA, 2003)
- Handout: The Teaching Profession
- Assessment Rubric: Teaching Challenges

**Time:** 45 minutes

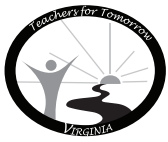
**Standards:**

II.1.4: Students will identify positive and negative perceptions of the teaching profession.

III.1.4: Students will analyze ways in which a teacher’s personality impacts instructional style and interaction.

**Resources:**

- National Education Association (2003). *Status of the American Public School Teacher 2000 – 2001*. Available at: [www.nea.org/edstats/images/status.pdf](http://www.nea.org/edstats/images/status.pdf).



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Name \_\_\_\_\_ Date \_\_\_\_\_

### **"I Teach...Because I Can."**

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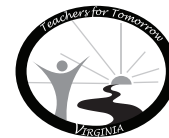
One of the primary objectives of the unit on becoming a teacher is to explore why people choose teaching as a career. The video you will see provides a picture of why three young, enthusiastic teachers chose teaching and addresses some of the challenges they face. These three teachers have all been recognized as Teachers of the Year in Virginia.

As you view the video, write down the reasons these teachers give for entering the profession.

#### **BRANDY BELL's Reasons for Becoming a Teacher**

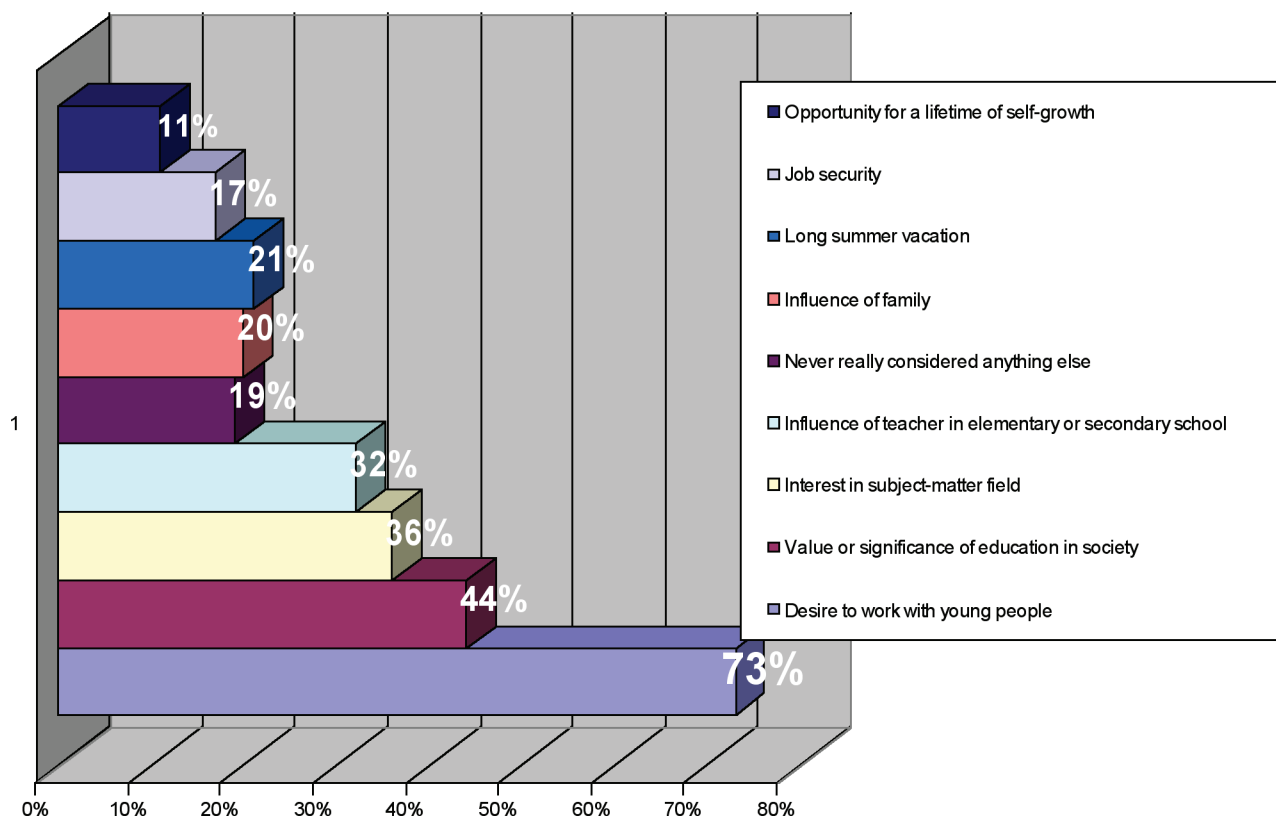
#### **DION WOLFOLK's Reasons for Becoming a Teacher**

#### **RYAN SENSENIG's Reasons for Becoming a Teacher**



## WHY DO PEOPLE BECOME TEACHERS?

Principal Reasons Selected by All Teachers for Originally Deciding to Become a Teacher



National Education Association (2003). *Status of the American Public School Teacher, 2000-2001*, Table 49. Available at: [www.nea.org/edstats/images/status.pdf](http://www.nea.org/edstats/images/status.pdf).

(Note: NEA surveys teachers every 5 years. Check the NEA website <http://www.nea.org/edstats/index.html> for updated statistics.)



### The Teaching Profession

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#### What Can I Expect from a Career in Teaching?

##### Where do teachers work?

The majority of teachers work in the public school system teaching pre-kindergarten, kindergarten, and grades 1 through 12. Other teachers work in parochial or private schools, which may have a specific emphasis such as religion, the arts, or an educational philosophy. Teachers can also work in early childhood settings or hospital settings, or own businesses that serve children such as daycare centers or after-school centers.

##### Do private schools require a teacher's licensure?

Some private schools require licensed teachers. A teacher candidate must contact each private school directly to learn what is required to qualify for a teaching position in that particular school.

##### How will I gain experience in the classroom before I obtain a teaching position?

The Teachers for Tomorrow program in Virginia offers high school students an opportunity to work with teachers and students while exploring aspects of teaching. In addition, Virginia teacher preparation programs require clinical experiences, including direct teaching; some programs require more than this. Institutions offer field experience opportunities early in the program so candidates have experiences throughout the program. Since college class schedules often end early in May, college candidates frequently work in schools in late May and June. Depending upon school division requirements and needs, college students can also apply to serve as summer school interns and substitute teach in some school divisions.

##### What is the salary range for teachers?

Salaries vary widely depending on geographic area and level of education. The average budgeted salary for a teacher in Virginia for 2006 is \$47,310 for a maximum of 200 contract days. The 2006 budgeted amount represents a 4.26% increase over the average salary for 2005. The average budgeted salary for a 260-day principal's contract for 2006 is \$83,493 (a 3.64% increase over 2005). Reports on salary surveys of teachers in Virginia can be found at <http://www.doe.virginia.gov/VDOE/newvdoe/teached/html> and click on Teacher Salary Survey Reports. A state-by-state survey can be found at <http://www.govspot.com/lists/teachersalaries.htm>.

Teachers with master's degrees or national certification often receive higher salaries. Private school teachers generally earn less than public school teachers. Teachers may earn extra income teaching summer school, coaching, tutoring, or adding to their responsibilities in the school system in some other manner. In addition, the health and retirement benefits packages associated with public school professional teaching positions are attractive to many candidates. Teacher retirement in Virginia is administered by the Virginia Retirement System (VRS), a state agency. VRS will pay each eligible member a fixed benefit upon retirement. The amount of the benefit is based on the member's years of service, age at retirement, and the average of 36 consecutive months of highest salary. After retirement, the benefit is adjusted for inflation.



### **How many hours do teachers work?**

Most teachers work well over 40 hours per week, including class time, lesson preparation, parent conferences, curriculum development, committee work, school planning, and staff development. Continuing education and professional development are requirements for license renewal. Many teachers enroll in college courses or workshops to continue their education during the summer or take evening classes during the academic year. During the summer, they may teach in summer school sessions, work on curriculum development, accept temporary employment in another position, travel, or pursue other interests.

### **What career opportunities will I have as a teacher?**

America will need 2.2 to 2.4 million teachers over the next 10 years. The projected need and the fact that most teaching jobs provide good benefits make teaching a good career choice. Teachers may follow career paths as classroom teachers with the option of assuming additional leadership roles within the school or school division. Teachers also enter other roles as school principals or central office administrators or supervisors, or they pursue specializations in fields such as school psychology, school counseling, library/media, reading, or mathematics. In some systems, qualified experienced teachers become senior or mentor teachers. Teachers also work closely with institutions of higher education in developing and implementing clinical experiences for interns in teacher preparation programs. Some teachers teach in community colleges or universities, or in corporations, agencies, or community service programs.

National Teacher Recruitment Clearinghouse (2000). *The Urban Teacher Challenge: Teacher Demand and Supply in the Great City Schools*. Available from [http://www.rnt.org/channels/clearinghouse/becometeacher/121\\_teachershort.htm](http://www.rnt.org/channels/clearinghouse/becometeacher/121_teachershort.htm).



### Examples of Challenges and Counterbalances to Challenges

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The following examples illustrate some of the challenges the students might mention with examples of balancing factors. This resource is intended as a guide for instructors. Students may generate their own ideas.

**Challenge:** Having to answer to many “bosses” (e.g., state and county requirements, individual school policies, students, parents, and administrators)

**Counterbalance:** Being your “own boss” with regard to certain job responsibilities (e.g., power to decide “how” to teach); opportunity to assume leadership in the school or school division or state

**Challenge:** Perception from those outside the teaching profession that anyone can teach

**Counterbalance:** Some people view teaching as one of the most respected professions (“the noble profession”), requiring special preparation, being licensed to teach, and continuing professional development

**Challenge:** Connecting with a diverse classroom of students to involve them in working with you toward their education

**Counterbalance:** Ability to positively influence students’ personal and social development, as well as their cognitive development, and potentially have a major impact on some students’ lives

**Challenge:** Constant multi-tasking: numerous roles and responsibilities

**Counterbalance:** Constant stimulation and variety in daily tasks

**Challenge:** Income determined by contract length and jurisdictional budgets

**Counterbalance:** Contract supplements available for added responsibilities (e.g., teaching summer school, coaching, tutoring, or teaching in a critical shortage area)

**Challenge:** Responsibility of “leaving no child behind” and the need to help each child attain the highest level of performance.

**Counterbalance:** Opportunity to develop relationships with students and to positively influence the lives of young people



## Assessment Rubric: Teaching Challenges

Scoring	Unacceptable	Satisfactory	Good	Excellent
Presentation	Assignment handed in late; 10 or more careless spelling/ grammar errors; no paragraph transitions; disregard for spacing, margins, or length.	Assignment handed in on time. Four or more careless spelling/ grammar mistakes; awkward paragraph transition; incorrect margins, length, or spacing.	Assignment handed in on time. 1-3 careless spelling/grammar mistakes. Paragraphs hold together well. Margins, length, and spacing requirements met.	No careless spelling or grammatical errors; Paragraphs hold together well. 12 - point font, 1 - 1.25" margins. Proper length (one page) and spacing (double).
Structure and style	Lacks organization and poorly articulated.	Attempts discussion of teaching challenges, but is disorganized or poorly articulated	An organized discussion of the challenges of teaching,	Essay is organized logically and is well articulated.
Critical Thinking and Synthesis of Information	Reads like a list of complaints and/or makes few or no connections to personal, observed, or researched teacher behavior.	The paper addresses some issues, but it is incomplete, irrelevant, or lacks critical thinking. Ideas for counterbalancing challenges are vague or only weakly connected.	The paper discusses the challenges facing teachers and generates some ideas for counterbalancing them.	Strong links to issues, material, discussions, and questions from class. Ideas clearly reflected upon. Synthesizes important challenges of teaching as well as effective counterbalancing strategies.

Grade\_\_\_\_\_

Comments:



### Theme II: Experiencing the Profession/Unit 3: Becoming a Teacher in Virginia:

#### Teacher Preparation Programs in Virginia

##### Objectives:

Students will be able to:

1. recognize common requirements for admission to and completion of an approved teacher preparation program.
2. research, analyze, and select information about a program and develop a presentation that provides compelling reasons to attend that particular program.

##### Essential Question:

What value does a particular teacher preparation program offer me?

**Assessment:** In the role of teacher preparation program recruiters, students will give a five-minute oral presentation to persuade peers to attend the program.

##### Activities:

1. Students identify an area of interest from the “Endorsement Areas in Virginia” handout and find a peer with the same or similar interest.
2. Students work in these pairs to research information on institutions with teacher preparation programs in the licensure area they have selected. The Virginia Department of Education web page (listed under Resources) includes a list of institutions organized by endorsement area. Guide student selections in order to include a broad representation of institutions and programs.
3. Students enter the information on the “Teacher Preparation Programs” worksheet.
4. Suggested discussion questions:
  - a. What three questions would you want to ask a candidate enrolled in the teacher preparation program you researched?
  - b. Would this program be one of your choices? Why or why not?
  - c. If you wanted to find out how much the program would cost and whether or not financial aid was available, what steps might you take?
  - d. If you were a recruiter for this program, what three points might you make to prospective students to convince them to attend?

##### Optional activities:

- Invite a panel of student teachers from different licensure areas and/or different universities and types of preparation programs to speak to the teacher cadets.
- Make “Virtual Field Trips” to institutions of higher education with teacher preparation programs; links can be found on the Virginia Department of Education website listed under Resources.



**Assessment:**

Students take on the role of teacher preparation recruiters and are given three to five minutes to present to the class. Presentations must include reasons for attending the school and the teacher preparation program.

**Materials:**

- Handout: How Do I Become a Teacher In Virginia?
- Handout: Areas of Endorsement in Virginia
- Student Worksheet: Teacher Preparation Programs
- Handout: Virginia Colleges/Universities with Approved Teacher Preparation Programs

**Resources:**

Updated lists of institutions of higher education offering approved teacher preparation programs in Virginia are available at <http://www.doe.virginia.gov>. Select "Teacher Education and Licensure" from the drop-down menu. Then click on "Virginia Colleges and Universities with Approved Teacher Preparation Programs" or "Colleges and Universities Listed by Endorsement Programs."

**Time:** 45 minutes

**Standards:**

II.3.1: Students will describe steps to teacher licensure.

II.3.2: Students will identify areas of teacher shortages.

IV.1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.



### How Do I Become a Teacher in Virginia?

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Picture yourself at the beginning of a lifelong journey—starting with your first interest in a teaching career and continuing throughout your professional life as you make your way toward becoming an expert teacher. People develop an interest in teaching in many ways—from knowing they enjoy working with children and youth, admiring a teacher they have had, or enjoying a subject and wanting to teach it. You may already have developed this interest before enrolling in Teachers for Tomorrow, or you may simply be wondering what a teaching career would be like. Finding out about this career while you are still in high school will give you a head start on planning your own path. There will be plenty of time to refine your ideas as you move along the path. Many people end up changing their minds about the specific areas they would like to teach. Some may even decide that teaching is not for them. Those who decide that their passions lie in the teaching profession will enter a career that challenges their creativity, engages their intelligence, and obliges them to work harder than they have ever worked before, all for the chance to influence and inspire future generations of young people.

The Teachers for Tomorrow program is one of many programs to attract and support people who would like to become teachers in Virginia. There are many other opportunities to learn more about a teaching career. One of these is the Great Virginia Teach-In, which is an annual recruiting and information fair designed for people who dream of shaping the future as a classroom teacher.

This is an exciting time to begin a teaching career in Virginia. Virginia teachers are putting the state's public schools in the forefront of the movement to raise student achievement. Virginia is recognized nationwide for its leadership in the use of technology to enhance teaching and learning, and it is implementing an array of programs and initiatives to support and mentor new teachers. The Great Virginia Teach-In connects prospective teachers with representatives of Virginia school districts, teacher preparation programs, innovative career switcher programs, and specialists from the Virginia Department of Education.

Teach-In participants also learn of the many benefits of teaching in Virginia and have opportunities to interview with representatives from school districts in Virginia's scenic rural areas, historic cities, and vibrant suburban communities. Find out more about the Great Virginia Teach-in at [http://www.pen.k12.va.us/VDOE/VA\\_Teach\\_In/](http://www.pen.k12.va.us/VDOE/VA_Teach_In/).

Once you have learned as much as you can about teaching and still think that this might be a good career for you, you will be ready to plan the rest of your journey. You are probably already looking at colleges and developing criteria for deciding where to apply. It will be helpful to you at this time to have an idea of the subject area(s) you are interested in teaching so that you can select a program that matches your interests. Most endorsement areas require that students complete subject matter courses in college before enrolling in a teacher preparation program.

After completing your teacher preparation program, you will have attained the minimum competencies for acquiring your teaching license. This license will open the door for obtaining your first teaching position in the Commonwealth of Virginia. Your journey has only just begun.



## Areas of Endorsement in Virginia

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Early/primary education preK–3  
 Elementary education preK–6  
 Middle education 6–8  
 Adult education  
 Art preK–12  
 Computer Science  
 Dance preK–12  
 English  
 English as a second language preK–12  
 Foreign language preK–12  
 Health and physical education preK–12  
 History and social science  
 Library media preK–12  
 Mathematics  
 Music education, instrumental preK–12  
 Music education, vocal/choral preK–12  
 Science—biology  
 Science—chemistry  
 Science—earth science  
 Science—physics  
 Special education—early childhood special education (birth–age 5)  
 Special education—hearing impairments preK–12  
 Special education—emotional disturbance K–12  
 Special education—learning disabilities K–12  
 Special education—mental retardation K–12  
 Special education—severe disabilities K–12  
 Special education—speech-language disorders K–12

Special education—visual impairments preK–12  
 Theatre Arts preK–12  
 Vocational education—agricultural education  
 Vocational education—business education  
 Vocational education—health occupations education  
 Vocational education—marketing education  
 Vocational education—technology education  
 Vocational education—trade and industrial education  
 Vocational education—work and family studies

### Add-on Endorsements\*

Adult English as a second language  
 Driver education  
 Gifted education  
 Journalism  
 Keyboarding  
 Mathematics—algebra I  
 Speech communication  
 Vocational education—industrial cooperative training  
 Vocational education—vocational special needs

*\*Add-ons may be earned after endorsement in one other area.*



## Draft Virginia Teachers for Tomorrow Curricular Supplement

Name \_\_\_\_\_ Date \_\_\_\_\_

### Teacher Preparation Programs

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Name of Institution \_\_\_\_\_

Name of Teacher Preparation Program \_\_\_\_\_

This program prepares individuals for which endorsement areas? (List on the back of this page. Place a \* in front of any critical shortage areas offered)

Institution Enrollment size \_\_\_\_\_

Cost: tuition and room and board \_\_\_\_\_

Distance from home \_\_\_\_\_

Diversity of student body (male/female, race/ethnicity)

What key features make this institution attractive to potential students?

Personal Contact: Do you know anyone (family, friends, community member, "famous" person) who has attended or is attending the institution? \_\_\_\_ Yes \_\_\_\_ No

If "yes," what do they say about the institution or about the program they completed or in which they are enrolled?

Requirements for admission to the university

Requirements for admission to the teacher education program (e.g., major, GPA requirement, faculty recommendation)

What is the rate of employment for graduates of the teacher preparation program?



## Virginia Colleges/Universities with Approved Teacher Preparation Programs

Links to college and university web pages may be found at:  
<http://www.doe.virginia.gov/VDOE/newvdoe/colleges.htm>

Averett University  
 Department of Education  
 420 West Main Street  
 Danville, VA 24541  
 (434) 773-3995

Bluefield College  
 Division of Education  
 3000 College Drive  
 Bluefield, VA 24605-1799  
 (276) 326-4242

Bridgewater College  
 Education Department  
 402 E. College Street  
 Bridgewater, VA 22812  
 (540) 828-5352

Christopher Newport University  
 1 University Place  
 Ratcliffe Hall 124  
 Newport News, VA 23606-2988  
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 1200 Park Road  
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 (540) 432-4142

Emory and Henry College  
 William F. Neff Center for Teacher Education  
 Emory, VA 24327  
 (276) 944-4121

Ferrum College  
 Teacher Education  
 P. O. Box 1000  
 Ferrum, VA 24088  
 (540) 365-4262

George Mason University  
 Graduate School of Education  
 MS 4B3  
 Fairfax, VA 22030-4444  
 (703) 993-2037

Hampton University  
 Department of Teacher Education  
 Phoenix Hall, Room 304  
 Hampton, VA 23668  
 (757) 727-5793

Hollins University  
 Education Program  
 P. O. Box 9566  
 Roanoke, VA 24020-1566  
 (540) 362-6249

James Madison University  
 Education Support Center  
 Maury 110, MSC 1102  
 Harrisonburg, VA 22807  
 (540) 568-6274

Liberty University  
 School of Education  
 1971 University Blvd.  
 Lynchburg, VA 24502-2269  
 (434) 582-2195

Longwood University  
 Department of Education  
 201 High Street  
 Farmville, VA 23909  
 (434) 395-2369

Lynchburg College  
 School of Education and Human Development  
 1501 Lakeside Drive  
 Lynchburg, VA 24501  
 (434) 544-8662

Mary Baldwin College  
 Teacher Education  
 New and Frederick Streets  
 Staunton, VA 24401  
 (540) 887-7182

Marymount University  
 Department of Education  
 School of Education and Human Services  
 2807 N. Glebe Road  
 Arlington, VA 22207-4299  
 (703) 284-1632

Norfolk State University  
 School of Education  
 700 Park Avenue  
 Norfolk, VA 23504  
 (757) 823-8701

Old Dominion University  
 Teacher Education Services  
 Darden College of Education  
 Norfolk, VA 23529-0156  
 (757) 683-6448

Radford University  
 College of Education and Human Development  
 P. O. Box 6960  
 Radford, VA 24142  
 (540) 831-5277

Randolph-Macon College  
 Department of Education  
 P.O. Box 5005  
 Ashland, VA 23005  
 (804) 752-7334

Randolph-Macon Woman's College  
 Department of Education  
 2500 Rivermont Avenue  
 Lynchburg, VA 24503-1526  
 (434) 947-8505

Regent University  
 School of Education  
 1000 Regent University Drive  
 Virginia Beach, VA 23464  
 (757) 226-4136 / (703) 740-1418



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Roanoke College  
Department of Education,  
Health, and Human  
Performance  
221 College Lane  
Salem, VA 24153-3794  
(540) 375-2565

Saint Paul's College  
Department of Teacher  
Education  
115 College Drive  
Lawrenceville, VA 23868  
(434) 848-6437 or 6436

Shenandoah University  
Education Division  
School of Arts and Sciences  
1460 University Drive  
Winchester, VA 22601  
(540) 665-4590

Sweet Briar College  
Department of Education  
203 Sales Building  
Sweet Briar, VA 24595  
(434) 381-6130

University of Mary Washington  
Department of Education  
1301 College Avenue  
Fredericksburg, VA 22401  
(540) 654-1346

University of Richmond  
Department of Education  
28 Westhampton Way  
Richmond, VA 23173  
(804) 289-8432

University of Virginia  
Curry School of Education  
405 Emmet Street South  
P.O. Box 400272  
Charlottesville, VA 22904-4272  
(434) 924-0769

University of Virginia's College  
at Wise  
Teacher Education  
139 Darden Hall  
Wise, VA 24293  
(276) 328-0186

Virginia Commonwealth  
University  
School of Education  
Oliver Hall  
1015 W. Main Street  
Richmond, VA 23284-2020  
(804) 828-3382

Virginia Intermont College  
Teacher Education  
P. O. Box 408  
1013 Moore Street  
Bristol, VA 24201  
(276) 466-7966

Virginia State University  
School of Liberal Arts and  
Education  
P. O. Box 9088  
Harris Hall, Suite 101  
Petersburg, VA 23803  
(804) 524-6869/5742

Virginia Tech  
Center for Teacher Education  
226 War Memorial Hall  
Blacksburg, VA 24061-0313  
(540) 231-1802

Virginia Union University  
School of Education and  
Interdisciplinary Studies  
1500 N. Lombardy Street  
Richmond, VA 23220  
(804) 257-5743

Virginia Wesleyan College  
Department of Education  
1584 Wesleyan Drive  
Norfolk, VA 23502  
(757) 455-3403



## Theme II: Experiencing the Profession/Unit 3: Becoming a Teacher in Virginia

### Steps to Licensure in Virginia

#### Objectives:

Students will be able to describe the four components for licensure in Virginia: (1) subject matter competence; (2) professional knowledge and skills; (3) clinical experiences; and (4) licensure exam requirements.

**Essential Question:** How do I plan my path to licensure in the state of Virginia?

**Assessment:** Students will design a flow chart illustrating the process a teacher followed to become licensed in Virginia.

#### Activities:

1. Show the PowerPoint "Four Components of Licensure." Discuss each of the components and provide examples of each.
2. Students will conduct a case study activity to explore various paths to licensure. Hand out the "Notes for Case Study Activity" on which students will take notes about how the person in each case study met the licensure requirements in subject matter, professional studies, clinical experiences, and exams; how the teachers became interested in teaching; and the benefits and challenges of pursuing licensure through the process they followed.
3. Divide the students into groups of three and provide each student with one case study so that each group has all three pages. Each student reads a case and enters information onto the "Notes" worksheet.
4. Have students share a description of their cases and a synthesis of their notes with other group members. Students complete the "Notes" worksheet for all three cases.
5. Possible discussion questions:
  - What do you think influenced each teacher's choice of path to licensure and teaching?
  - What decisions did the person make at various points in this path? What factors might have influenced these choices?
  - What experiences, knowledge, skills, and attitudes do Carl, Charity, and Christina bring to the teaching profession? Did you notice any of the characteristics of highly effective teachers that we have discussed?
  - Would you like to have Carl, Charity, or Christina as your teacher? Why or why not? Do you think they could positively influence students? Why or why not?
  - Why are there different routes to licensure in Virginia?



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6. Tell students they will be creating a flow chart to depict the route one of the case studies followed to obtain licensure. If students are not familiar with flow charts, you may wish to use the flow chart activity from Teachnet.com listed in the resources. You could also have students find examples of flowcharts on the internet and bring them to class.

### Assessment:

Students will develop a flow chart that reflects the route to licensure followed by a teacher in one of the case studies or a teacher a student has interviewed. Flow charts should include an accurate and well-developed depiction of the four components of licensure and should have a beginning and an end. Flow charts will be assessed by the included rubric.

### Materials:

- Handout: Steps to Licensure in Virginia
- PowerPoint: Four Components of Licensure (on accompanying CD)
- Student Worksheet: Notes for Case Study Activity
- Handouts: Case Studies #1–3
- Assessment Rubric: Flow Chart

### Resources:

"Virginia Licensure Regulations for School Personnel" is available at the Virginia Department of Education website, <http://www.pen.k12.va.us/>. Select "Teacher Education, Licensure, and Professional Practice" from the drop-down menu, then click on the appropriate link under "Virginia Licensure."

A wealth of information about employment opportunities for Virginia teachers, critical shortage areas, career switchers, teacher preparation programs, and teacher licensure requirements can be found at [www.TeachVirginia.org](http://www.TeachVirginia.org).

A lesson on flow charts can be found at <http://www.teachnet.com>. Click on Lesson Plans/ Social Studies/Personal Growth.

**Time:** 1 hour, 30 minutes

### Standards:

II.2.3: Students will describe the governance structure of their local, state, and national educational systems.

II.3.1: Students will describe the steps to teacher licensure.

IV.1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.





## Steps to Licensure in Virginia

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### What do I need to do to earn a teaching license?

People who are interested in becoming teachers must complete four major sets of licensure requirements: endorsement requirements, professional studies requirements, clinical experience requirements, and professional teacher's assessment requirements.

1. **Endorsement Requirements:** preparation to teach the subjects or disciplines endorsed in the license.

Virginia requires that most professional teachers pursuing licensure earn a bachelor's degree in a related subject area from a regionally accredited college or university to ensure that teachers are well-prepared in the subjects they will teach. (There are no undergraduate degrees in education.) The technical professional license issued to some career and technical education teachers does not require a bachelor's degree. The requirements for endorsement to teach an academic subject are aligned with the Virginia Standards of Learning. These requirements are outlined in the licensure regulations for school personnel available from the Division of Teacher Education, Licensure, and Professional Practice found at <http://www.doe.virginia.gov>.

2. **Professional Studies Requirements** include preparation in such areas as:

- general professional knowledge and skills (e.g., general principles of instruction, assessing learning, and promoting students' positive learning habits)
- human growth and development
- child abuse recognition and intervention
- subject-specific methods (e.g., methods specific to teaching mathematics, writing, or social studies)
- educational technology
- the teaching of reading
- assessing student learning and using the results of assessments to improve student learning and instruction
- methods for promoting student engagement and learning and for managing behavior (classroom management)

People can engage in professional studies through a variety of approved traditional and non-traditional preparation programs. Teacher candidates in approved Virginia teacher preparation programs participate in early field experiences in schools while they are completing professional studies.

Teacher candidates who are preparing to teach in critical shortage areas identified by the state may apply for the Virginia Teacher Scholarship Loan Program. This program provides a "scholarship/loan" to a limited number of students each year that will be forgiven if the candidate teaches in one of the critical shortage areas in



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Virginia. (Go to the Virginia Department of Education website, <http://www.doe.virginia.gov>, select “Teacher Education and Licensure” from the drop-down menu, and look under “Virginia Scholarship Loan Program.”)

3. **Clinical Experience Requirements:** Candidates must complete a minimum number of hours working in a school and a minimum number of hours directly teaching students (see the licensure regulations under “Virginia Licensure” on the Teacher Education and Licensure page). In approved programs at institutions of higher education, candidates complete early field experiences and a student teaching experience.

4. **Professional Teacher’s Assessment Requirements:**

**For admission to a teacher preparation program:**

**Praxis I:** A test of academic skills in reading, writing, and mathematics required for admission into teacher preparation programs in Virginia. Taking the SAT or ACT may substitute for the Praxis I.

**For licensure:**

- **Praxis II:** An examination of the candidate’s subject matter knowledge.
- **Virginia Communication and Literacy Assessment:** A competency examination of skills in reading and writing based on expectations of what teachers need to know and be able to do.
- **Virginia Reading Assessment:** An assessment of knowledge about reading instruction. This test is required for teachers seeking endorsement as reading specialists or people seeking initial licensure with endorsements in any of the following teaching areas: Early/Primary PreK-3, Elementary Education PreK - 6, Special Education - Emotional Disturbances, Special Education - Specific Learning Disabilities, Special Education - Mental Retardation, Special Education - Hearing Impairments, and Special Education - Visual Impairments.

### What route should I follow to earn licensure?

The Virginia licensure regulations allow three routes for people to become licensed in Virginia:

- I. **Approved Program**—A Virginia-approved teacher preparation program at a college or university or an alternative state approved program.
- II. **Reciprocity**—A person coming into Virginia from any state may qualify for a Virginia license with comparable endorsement areas if the person has completed a state-approved teacher training program through a regionally accredited four-year college or university or if the person holds a valid out-of-state teaching license, which must be in force at the time the application for a Virginia license is made.
- III. **Alternative Licensure**—An alternative route to licensure is available through the recommendation of the person’s employing Virginia school division or nonpublic school. A person who is employed by a Virginia school division or nonpublic school can be issued a three-year, *nonrenewable* provisional license upon the request of the Virginia employing educational agency if the person: (1) holds a baccalaureate degree from a regionally accredited institution and (2) satisfies one or more specific endorsement (teaching) areas. Additional requirements must be satisfied to become eligible for the five-year renewable license.



The *Career Switcher Alternative Route to Licensure Program* is designed to entice persons from various occupational and life experiences to become classroom teachers, thereby increasing the quantity and diversity of applicants to the profession. People interested in enrolling in a Career Switcher Program must apply for admission directly to a certified program at a college or university. Applicants must make certain they have met the following prerequisites: (1) a bachelor's degree from an accredited institution; (2) five years of professional work experience; (3) course work required for the desired teaching area; and (4) qualifying scores on the professional teacher's examinations: Praxis I (or SAT) and Praxis II.

### **Does everyone have to take the professional teacher's assessments?**

Most applicants requesting initial teaching licensure are required to achieve passing scores on professional teacher's assessments prescribed by the Board of Education. Certain applicants may seek exemption from the testing requirement on the basis of prior out-of-state teaching experience. Applicants seeking the Technical Professional License or Pupil Personnel Services License are not required to complete the professional teacher's assessment.

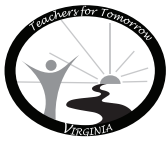
### **Once I get my teacher's license, what do I have to do to keep it?**

*Renewing a License and Continuing Professional Development:* Teachers who hold a five-year renewable license must submit a plan for participating in professional development activities. They must accrue 180 renewal points consistent with the requirements outlined in the Virginia Renewal Manual (<http://www.doe.virginia.gov>), which discusses a number of renewal options (e.g., college credit, publications, mentoring).

*Reasons for Revocation or Suspension of a License:* People interested in teaching should be fully aware of the types of issues that can lead to revocation or suspension of a license. The Virginia State Code in Section 8VAC20-21-660 specifies the conditions for license revocation.

### **Key Terms**

- Licensure:** the official recognition by a state governmental agency that a person has met state requirements and is, therefore, approved to practice as a licensed "professional."
- Endorsement :** the area in which a teacher will be licensed (e.g., elementary education, secondary mathematics, special education, deaf and hard of hearing).
- Add-on Endorsement:** an additional specialty area (e.g., adult English as a second language, driver education, gifted education, journalism, keyboarding, mathematics-algebra I, speech communication, vocational education-industrial cooperative training, and vocational education-vocational special needs). Teachers must have endorsement in any teaching area before receiving add-ons.



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- Certification:** the official recognition generally awarded to people by representatives of their profession. For example, the National Board of Professional Teaching Standards awards National Board Certification (NBC) to teachers with three or more years of experience who demonstrate advanced knowledge and skills. Application for NBC is voluntary. In some states, the term certification is used instead of licensure.
- Reciprocity:** recognition of an out-of-state teaching license or recognition that an individual has completed a teacher preparation program in another state that meets the requirements for Virginia licensure.



## **Four Components of Licensure**

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### **PowerPoint Outline**

First, develop an interest in teaching.

#### **1. Subject Matter Competency**

Complete courses that meet the endorsement requirements and that are related to the subjects the teacher will teach.

#### **2. Professional Studies Course Work**

- Curriculum and instruction
- Educational technology
- Classroom management
- Assessing student learning
- Using assessment to improve teaching
- Professionalism
- Other professional studies

#### **3. Clinical Experiences**

Clinical experiences are often integrated with coursework. Teacher candidates put into practice what they are learning.

#### **4. Exam Requirements**

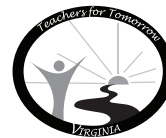
- Praxis I
- Praxis II
- Virginia Communication and Literacy Exam
- Virginia Reading Assessment



## Notes for Case Study Activity

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	Teacher #1	Teacher #2	Teacher #3
How did the teacher develop an interest in teaching?			
How did the teacher complete <b>subject matter requirements</b> ? How many hours did the teacher complete?			
How did the teacher complete <b>professional studies requirements</b> ? How many hours did the teacher complete?			
How did the teacher complete <b>clinical experience requirements</b> ? How many hours did the teacher complete?			
How did the teacher complete <b>exam requirements</b> ? What exams did the teacher take?			
What challenges did the teacher face in pursuing licensure through this route?			
What were the benefits of pursuing licensure through this route?			



## Case Study #1

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### CARL ZANER

#### Community College/University Route to Licensure

Carl Zaner has always found himself around young people. He has worked in youth groups since he was a teenager. He accompanied a youth group to Florida as part of a Habitat for Humanities project. He describes his experience: "All your life you just do things as you see others do things, and you think that everyone in the world grows up just as you are growing up. I really had an awakening that summer.... There were many children who never would have a childhood like I had." Carl remembers a particular mathematics teacher. "He cared about us just as much as he cared about his subject. He inspired me to go into teaching." Carl participated in the Teachers for Tomorrow program at his high school. He learned that he would need to successfully pass an exam (SAT, ACT, or Praxis I) to be admitted to a teacher preparation program, so he decided to take the SAT.

Carl had decided to go to a community college close to home to save money. He worked with his community college advisor to make sure he completed courses that would transfer to a nearby university with an approved teacher preparation program. His advisor put him in touch with the community college's teacher education advisor who showed him the courses outlined in the articulation agreement between the community college and the university. Carl visited the university and met with an advisor there to learn more about course requirements and admission requirements for the teacher preparation program. The advisor asked if he knew about taking the Praxis I exam and whether he had taken the SAT. She determined that Carl's SAT scores met requirements for admission, and he would not have to take the Praxis I exam.

Carl applied and was accepted to the university. He took courses needed to complete the mathematics major and then began his professional studies. He applied to the teacher education program and met the admission requirements. He discovered that mathematics had been identified as a critical shortage area in Virginia and he could qualify for the Virginia Teacher Scholarship Loan Program, so he applied for it. His advisor also informed him about the assistance the university provided to help him prepare to take the Praxis II exam in mathematics and the Virginia Communication and Literacy Assessment exam that he must pass before student teaching. He decided to participate in the preparation workshops and to use the preparation materials available in the curriculum center.

Carl was admitted to the teacher preparation program before his senior year. During his senior year, he was involved in a year-long internship and in professional studies courses. He was assigned as an intern in a middle school and high school the first semester for a half day, and then was assigned to intern in a high school full-time in his final semester. During this final semester, he applied for the five-year renewable professional license in mathematics, grades 6–12.

His entire family, including his parents, brothers, grandparents, and aunts and uncles, attended graduation. It was a day in which he felt he had completed an important milestone. He had already been called for interviews at three different schools as a result of attending the university's job fair. The schools interested in him were located around Northern Virginia, the Richmond/Petersburg and Henrico County area, and in Tidewater. Plus, his home school district wanted him to return and teach at his former high school. Now he had some decisions to make!



### Case Study #2

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#### CHRISTINA NICELY

##### Graduate Program Route to Licensure

Christina (Tina) had thought about a career in teaching when she was young but felt she had been discouraged by parents and others who were not sure teaching was a good “fit.” They felt business might offer a more solid financial career with opportunities for advancement. She graduated with a business degree and worked for 12 years as an administrative assistant. She raised three children. When her children were teenagers, Tina began to think again about teaching. She decided she wanted to go into a field in which she felt she was making a difference in young people’s lives.

Tina wanted to teach elementary school or special education. She had worked with special needs students as a parent volunteer, and this experience had changed her mind about “special education” students. She saw that these students had their own special talents as well as challenges, as most students do. She had been particularly successful with Tony and Jen, two students with learning disabilities, and found she thoroughly enjoyed working with them.

Other than working as a parent volunteer with Tony and Jen, she had not had any experience in schools and she felt she wanted a preparation program that would provide her with opportunities for that experience prior to being hired. She heard an advertisement on the radio for people with a four-year degree who were interested in changing careers and becoming teachers in special education. People could complete the program in special education and earn a master’s degree at the same time.

Tina located the web page for the university and completed an online application for the program. She received an e-mail from the program advisor and set up an appointment to meet with him. She learned she needed science and mathematics courses to meet the subject area endorsement requirements. She worked with the advisor to set up plans to apply to the Graduate College and take the math and science courses that summer. She also needed to have passing scores on Praxis I and the Virginia Communication and Literacy Exam. Her advisor gave her information about resources available to help her prepare for these exams.

She took the subject area courses, completed the licensure exam requirements, and was accepted into the graduate special education program. She completed the professional studies requirements and the degree in two years. When she was involved in student teaching in the spring, a special education position opened up in her school division; she applied and was hired. She graduated with a master’s degree and endorsements in three areas: mild mental retardation, emotional disturbances, and specific learning disabilities, and she applied for the five-year renewable professional license through the university’s office.

Tina was glad to have found a job close to home. It seems that several school divisions in her community (a fairly rural area) had difficulties filling special education positions. She looked forward to the beginning of her new career.





### Case Study #3

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#### CHARITY ADAMS

##### Career Switcher Route to Licensure

Charity Adams was very successful in her engineering program at UGC Technical University. She went on to work in a local company where she felt she could put her talents to use. During her graduate studies, she worked as a graduate teaching assistant for two years. Her job in the new company also included educational activities for company staff and the public.

After seven years, Charity began looking for career options that might provide her with more opportunities to work directly with people, particularly in the educational sphere that she found she enjoyed. During college, she had participated in several service-learning activities in which she worked with middle school and high school students in such projects as robotics, chess, science fairs, academic competitions, and other math and science-related adventures. She especially loved being able to explain math to people in concrete ways that made sense to them. She went to the Virginia Department of Education's website and located a link about teacher preparation and hiring, TeachVirginia.org. The site included links for career-switcher programs, one of which was located near her home. She found she met most of the requirements for the program: she had completed a bachelor's degree from a regionally accredited institution and had at least five years of working experience. She felt she could take and pass the necessary licensure exams (the VCLA and Praxis II in her area of intended endorsement).

Charity applied online to the program. She received an e-mail reply from Nancy Earles, who helped coordinate the program. Earles reviewed her academic records and told her she met the mathematics endorsement requirements. She also took and passed the Praxis II and the VCLA that semester.

The Career Switcher Program consisted of two phases. During Phase I, Charity enrolled in courses that met on Friday evenings and all day on Saturdays. This was followed by an intensive two-week summer session. These sessions addressed professional studies requirements in human growth and development, reading, classroom management, assessment, curriculum and instruction, and classroom observation. During Phase II, participants were expected to obtain their first teaching position, complete one year of successful teaching under the guidance of a trained mentor, and take part in professional seminars. Charity was given an eligibility license for Phase II teaching. She felt fortunate that she found a mathematics position in a middle school even though it was some distance from her home. She decided to accept the long commute and see how the job went before considering a change of residence to be near the school.

Charity soon figured out how to make connections with the students and how to "get them on board" with her goals for them. She had been assigned to a wonderful mentor teacher at the middle school in the mathematics department. She felt the "team" approach in the middle school was a good match for her—she could contribute because of her practical life experiences, and she could learn much from her colleagues. Overall, other than a few crises and challenges, the school year was a success. Her students went on to their next year, she felt she had accomplished much, and she was happy to see that five-year renewable professional license arrive in the mail.



## Assessment Rubric: Flow Chart

Criteria	Unacceptable 1	Developing 2	Accomplished 3	Exemplary 4
Content	Does not address the four components of licensure	The four components of licensure are outlined. However, the specific details need to be developed further.	The four components of licensure are present and developed with relevant details.	The four components of licensure are present, fully developed, and clearly aligned to Virginia Department of Education requirements.
Accurate depiction of selected path	The path to licensure fails to match the case study.	The path to licensure does not match well with the case study.	The path to licensure matches the case study.	The path to licensure shows insight into the case study and this teacher's decision-making strategies.
Layout and organization	There is no evidence of a planned design or organization of ideas in the flow chart. Work is not presentable.	Flow chart lacks a logical and visual flow of ideas, is disorganized, and is difficult to interpret.	Flow chart is neatly designed and logically organized.	Flow chart is well-designed, logically organized, and graphically pleasing, and demonstrates attention to detail.
Mechanics	The flow chart has a significant number of errors that make the document difficult to read.	The flow chart contains several mechanical errors that detract from the content.	The flow chart has few mechanical or grammatical errors.	Flow chart contains no mechanical or grammatical errors.

Grade\_\_\_\_\_

Comments:



## Theme II: Experiencing the Profession/Unit 3: Becoming a Teacher in Virginia

### Critical Shortage Areas in Virginia: Supply and Demand

**Objective:** Students will be able to:

1. identify types of teacher and school personnel shortages and geographical regions that experience shortages;
2. describe ways school divisions and the state address these shortages; and
3. distinguish factors that could attract people into teaching and working in critical shortage areas.

**Essential Question:** Why are there critical shortage areas and what are these areas in Virginia?

**Assessment:** Students will write a position description that would attract someone to teach in a shortage area that might exist in their school or school division.

### Activities:

1. Obtain the annually updated list of critical shortage areas in Virginia from the Department of Education website (listed under materials). Display on a classroom computer with a projector or print copies for students.
2. Have students brainstorm why there might be shortages in these areas.
3. Discuss the similarities and differences among the reasons for shortages in the different endorsement areas.
4. Have students brainstorm ideas of what the state or school division can do to fill these critical positions. Use the following discussion questions:
  - a. What kinds of difficulties do you think our school division encounters in its attempt to fill teaching positions? Why?
  - b. What would encourage you to pursue a teaching career in a critical shortage area?
  - c. What do you think school divisions could do to attract more teachers to these areas?

### Assessment:

Students will write a position description that would attract someone to teach in a shortage area in their school or school division. Students should be encouraged to use their creativity to help recruit teachers for this position. Their position description must remain true to the requirements of the job while persuading readers to consider applying. Students may work on this independently or in pairs and should follow this process:

- Identify a critical shortage area.



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- Describe the job and salary range.
- Make the position sound attractive through the use of words, graphics, and/or pictures.

Position descriptions will be evaluated using the Position Description Rubric.

### Materials:

- Handout: State of Virginia Critical Shortage Teaching Endorsement Areas (annually updated on the Department of Education website [www.doe.virginia.gov](http://www.doe.virginia.gov) on the Teacher Education and Licensure page under "Supply and Demand of Instructional Personnel in Virginia.")
- Easel board paper or chalkboard to display students' brainstorm.
- Teacher Resource: Supply and Demand of Teachers in the Commonwealth
- Handout: Virginia's Superintendents Regions
- Assessment Rubric: Position Description

**Time:** 45 minutes

### Standards:

II.2.3: Students will describe the governance structure of their local, state, and national educational systems.

II.3.2: Students will identify areas of teacher shortages.

IV.1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

IV.1.2: Students will develop expository and informational writings.



## **Supply and Demand of Teachers in the Commonwealth of Virginia**

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The Commonwealth of Virginia projects that the supply of teachers and administrators over the next five years will provide little remedy for current shortages. The numbers of new graduates from teacher preparation programs has not kept pace with the rate of retirements and attrition. Research at the national level has projected significant and growing shortages throughout the country, particularly in the endorsement areas of science, mathematics, English as a second language, foreign languages, and special education. Survey data also indicates that the shortages will be especially significant in certain geographical regions of Virginia.

The critical shortage regions identified by the Virginia Department of Education are as follows: Region 1 (Richmond area) and Region 2 (Tidewater) have projected the largest number of teachers needed over the next five years. Region 3 (Central/Tidewater area) and Region 7 (Southwest) have projected the smallest number. An excess supply of teachers in the endorsement areas of elementary education, health and physical education, history and social studies, and computer science is projected.

Total enrollment in public elementary and secondary schools will most likely rise in the latter part of this decade, exacerbating projected teacher shortages. However, educational professionals have suggested that pessimistic forecasts could be altered by variables such as increased incentives to enter teaching in critical shortage areas, increases in college aid programs for prospective teachers, changes in retirement policies, and creative recruitment and retention efforts. Virginia also offers the Virginia Teaching Scholarship Loan Program to assist a limited number of people who want to become teachers, as well as the Statewide Mentor Teacher Program to support new teachers during their first year.



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### Virginia's Superintendents Regions

Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Charles City Chesterfield Colonial Heights Dinwiddie Goochland Hanover Henrico Hopewell New Kent Petersburg Powhatan Prince George Richmond Surry Sussex	Accomack Chesapeake Franklin Hampton Isle of Wight Newport News Norfolk Northampton Poquoson Portsmouth Southampton Suffolk Virginia Beach Williamsburg York	Caroline Colonial Beach Essex Fredericksburg Gloucester King George King Queen King William Lancaster Mathews Middlesex Northumberland Richmond Spotsylvania Stafford West Point Westmoreland	Alexandria Arlington Clarke Culpepper Fairfax Fairfax City Falls Church Fauquier Frederick Loudoun Madison Manassas Manassas Park Orange Page Prince William Rappahannock Shenandoah Warren Winchester	Albemarle Amherst Appomattox Augusta Bath Bedford Bedford City Buena Vista Campbell Charlottesville Fluvanna Greene Harrisonburg Highland Lexington Louisa Lynchburg Nelson Rockbridge Rockingham Staunton Waynesboro	Alleghany Botetourt Covington Craig Danville Floyd Franklin Henry Martinsville Montgomery Patrick Pittsylvania Roanoke Salem	Bland Bristol Buchanan Carroll Dickenson Galax Giles Grayson Lee Norton Pulaski Radford Russell Scott Smyth Tazewell Washington Wise Wythe	Amelia Brunswick Buckingham Charlotte Cumberland Greensville Halifax Lunenburg Mecklenburg Nottoway Prince Edward



## Assessment Rubric: Position Description

Criteria	Unacceptable	Developing	Accomplished	Exemplary
Completeness	Several components are missing or the student did not complete the assignment on time.	Assignment completed on time but some components are missing from the job description.	Assignment completed on time. All basic components of the position description are addressed.	Assignment completed on time. The position description includes a job title for a critical shortage area, complete details about the job, and salary range.
Mechanics (e.g., spelling, grammar, sentence structure)	The position description includes multiple errors that interfere with meaning.	The position description includes four or more errors in sentence structure, punctuation, grammar, or spelling that detract from meaning.	The position description is well written; however there are 1-3 errors.	The position description is very well written, with no errors in sentence structure, punctuation, grammar, or spelling.
Creativity	The position description lacks creative elements that would attract applicants or is untruthful.	The position description attempts to attract applicants but is misleading, unrealistic, or unappealing.	The position description makes some use of creative words and graphics that might attract candidates to consider the position.	The position description makes creative use of words and graphics to make the position sound appealing.

Comments:

Grade\_\_\_\_\_





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